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ABSTRACT

This report responds to the California Maritime Academy's plan to develop a student affirmative action plan to address the needs of underrepresented, women, and low-income students. The report concludes that the final version of the plan (attached as an appendix) provides a good beginning for the changes that must occur at the Academy if educational equity is to be achieved and supports it. However, the Commission encourages the Academy's Board of Governors to improve upon this initial effort by reexamining the Academy's existing admissions policy to more clearly articulate the Academy's entrance requirements. It is felt that the articulation of a clearly defined admissions policy will greatly assist the Academy in its efforts to encourage applications from all interested students, and particularly those from underrepresented backgrounds. The plan itself addresses the goals of making the income and ethnic characteristics of Academy applicants, students, and graduates more closely reflect the general population through increased outreach efforts to secondary schools and community college as well as programs aiming at student retention, financial assistance, and graduate placement. Appendixes include various letters concerning the plan, a tabular analysis of Academy admissions, and a request for proposal concerning the plan. Contains two references. (GLR)

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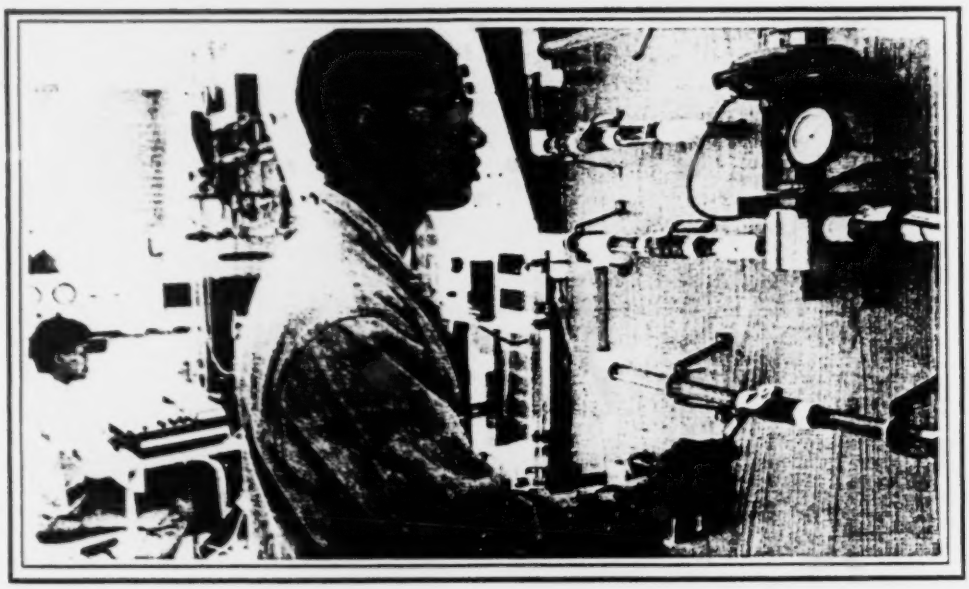
THE EDUCATIONAL EQUITY PLAN OF THE CALIFORNIA MARITIME ACADEMY



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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Summary

The Supplemental Report of the 1990 Budget Act for the 1990-91 fiscal year included language directing the California Maritime Academy, in consultation with the California Postsecondary Education Commission, to develop "a student affirmative action plan to address the needs of underrepresented, women, and low-income students" by January 1, 1991, and then to submit annual reports on the Academy's progress in implementing affirmative action by March 1 of each succeeding year.

In response to that budget language, the Academy's administrators drafted an educational equity plan by January 1, and Commission staff conferred with those administrators on the plan's expansion and improvement.

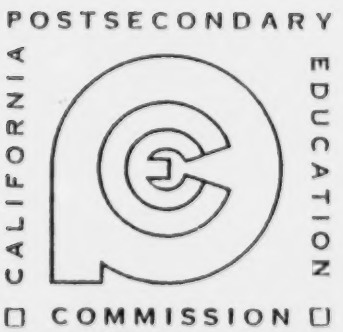
In this report, the Commission states that the final version of the plan, which is attached as an appendix, "provides a good beginning for the changes that must occur at the Academy if educational equity is to be achieved." The Commission "therefore supports the Academy's plan but encourages the Academy's Board of Governors to improve upon this initial effort by reexamining the Academy's existing admissions policy to more clearly articulate the Academy's entrance requirements. . . . The articulation of a clearly defined admissions policy will greatly assist the Academy in its efforts to encourage applications from all interested students, and particularly those from underrepresented backgrounds."

The Commission adopted this report at its meeting on April 28, 1991, on recommendation of its Policy Development Committee. Additional copies of the report may be obtained from the Publications Office of the Commission at (916) 324-4991. Questions about the substance of the report may be directed to Diana Fuentes-Michel of the Commission staff at (916) 322-8025.

THE EDUCATIONAL EQUITY PLAN OF THE CALIFORNIA MARITIME ACADEMY

A Report to the Legislature in Response to Language in the Supplemental Report of the 1990-91 Budget Act

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985



COMMISSION REPORT 91-8
PUBLISHED APRIL 1991

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The Educational Equity Plan of the California Maritime Academy

Background

This report responds to language in the Supplemental Report of the 1990-91 Budget Act that directed the California Maritime Academy, in consultation with the California Postsecondary Education Commission, to develop an educational equity plan which addresses the needs of underrepresented ethnic minority, women and low-income students. The language stated:

> The California Maritime Academy, in consultation with the California Postsecondary Education Commission, shall prepare a student affirmative action plan to address the needs of underrepresented ethnic minorities, women, and low-income students. This plan should include, as a minimum, the following elements: a specific statement of student affirmative action goals based on Assembly Concurrent Resolution 83 (Resolution Chapter 68, Statutes of 1984), with a proposed timetable for the achievement of each goal; an inventory of existing programs designed to achieve these goals; a specific statement of any new programs or actions necessary to achieve these goals, with a proposed timetable for implementation of each program or action; and, a statement of the evaluation methodology to be used in assessing the effectiveness of each program or action. The CMA shall submit by September 1, 1990, a progress report on this plan and by January 1, 1991, the final report on this plan to the Joint Legislative Budget Committee, the Department of Finance, the California Postsecondary Education Commission, and the appropriate legislative policy and fiscal committees.
>
> In addition, the California Maritime Academy shall prepare an annual report that: (1) describes the Academy's student affirmative action programs, (2) provides data on the ethnic and gender enrollment of the Academy by class (freshman, sophomores, juniors and seniors), (3) provides data on retention rates by ethnicity and gender, (4) provides data on graduation rates by ethnicity and gender, and (5) provides data on the ethnicity and gender of the faculty and administrators of the Academy. This report shall be submitted annually by March 1 to the Joint Legislative Budget Committee, the Department of Finance, the California Postsecondary Education Commission, and the appropriate legislative policy and fiscal committees (pp. 73-74).

Late last summer, the Academy requested and received an extension of its preliminary report date to provide its new president -- Dr. Mary E. Lyons, appointed as of September 1, 1990 -- the opportunity to review the institution's progress in developing the plan. The Academy submitted the preliminary draft of its educational equity plan on October 1, 1990. The Commission heard that plan at its December 10, 1990, meeting along with Commission staff comments concerning how the proposed plan could be improved to successfully meet the educational equity goals specified in Assembly Concurrent Resolution 83. At that time, the Commission suggested that the Academy's final plan provide a strategy that brings together activities seeking to: (1) improve the Academy's dissemination of information to students it traditionally has not served; (2) increase the Academy's participation in intersegmental school-college partnerships that promote educational opportunity; (3) develop services that improve retention rates of admitted students, particularly in their freshman year; and (4) assess student outcomes and employment opportunities.

The Commission specifically recommended looking into: (1) the continuation and reconstruction of a Summer Challenge Program aimed primarily at assisting incoming freshman students, (2) increases in the availability of student financial aid funds; and (3) the development at the Academy of a center for Mathematics, Engineering, Science Achievement (MESA) and the Minority Engineering Program (MEP).

Since that time, the Commission has worked closely with the Academy to strengthen its educational equity plan to include these features as part of their final plan. On March 1, 1991, the Academy submitted its final draft of its educational equity plan to the Legislature, the Legislative Analyst, the Department of Finance, and the Commission. That document is attached as an appendix to this report.

Commission comments on the final plan

The final plan is a significant improvement from the initial plan submitted in October 1990. The plan represents the first institutional effort to establish a strategy for improving the admission and retention of underrepresented students to the Academy. The plan clearly articulates the specific activities the Academy will undertake during the 1991-92 fiscal year and provides quantitative information on the Academy's enrollment and retention of its students. The Academy's plan proposes to achieve its educational equity goals by:

1. Expanding its admissions outreach program to include a greater percentage of high schools enrolling larger concentrations of underrepresented students through activities including: (a) the sponsorship of on-campus high school counselor conferences; (b) co-sponsorship with private maritime industry representatives of a Southern California counselors conference; (c) statewide recruitment mailing to underrepresented students identified by the Educational Testing Service "Talent Search" roster; (d) continued participation in the Cal-SOAP --- SUCCESS Consortium; and, (e) the continuation of the Summer Challenge Program.
2. Establishing a MESA/MEP center at the Academy during the 1991-92 fiscal year.
3. Increasing student financial assistance provided to underrepresented students attending the Academy. Financial aid will be increased by $21,623 to provide grant funding to financially needy students.

The Commission believes that the Academy's final plan is a cost-effective, comprehensive effort to improve the enrollment and retention of underrepresented students at the Academy. It establishes a good foundation for the institutional changes which must occur if the Academy is to be successful in admitting and retaining underrepresented students. The Commission supports the funding of the final plan if General Fund revenues are available for augmentation.

The Academy's budget proposal

The Governor's Budget includes a $180,000 augmentation -- $100,000 from the General Fund, and $80,000 from private funding sources -- to the Academy's budget for 1991-92 in order to support the establishment of the MESA/MEP center at the Academy (see Display 1, page 3). The Academy plans to fund one full-time director and a clerical assistant for the MESA/MEP center from the $100,000 of General Fund support. The $80,000 in private funding will underwrite financial assistance grants, the Summer Challenge Program and other outreach activities. Remaining concerns are (1) to address the statutory requirement for a 50/50 percent match of State and private funding of the project; and (2) receipt of official correspondence from the private industries (who have committed to supporting the MESA/MEP proposal) to verify their funding commitment. These issues must be addressed prior to the Legislature's hearing on the Academy's budget.

Conclusion

The California Maritime Academy's March 1 educational equity plan differs substantially from the original draft submitted to the Commission in December 1990. It outlines a more comprehensive and cost-effective strategy to promote the participation of underrepresented students at the Academy. It provides a good beginning for the changes that must occur at the Academy if educational equity is to be achieved. The Commission, therefore, supports the Academy's plan if General Fund revenues are available for augmentation but encourages the Academy's Board of Governors to improve upon this initial effort by reexamining the Academy's existing admissions policy to more clearly articulate the Academy's entrance requirements. It is essential that high school and community college counselors

DISPLAY 1 Proposed Educational Equity Budget, California Maritime Academy

Personnel			
1.0	Salaries:	Faculty Sponsor (10% tenured Professor)	$ 5,870
		MEP Director ($3,054-3,711/month)	36,642
		Clerical Assistant ($1,628-1,977/month)	19,536
		Student Assistant (MEP students)	2,000
		Tutors	3,000
			$67,048
2.0	Benefits		$20,476
Subtotal (Personnel)			$87,524
Operating Expenses and Equipment			
3.0	Operating Expenses		2,150
3.5	Equipment		5,000
3.6	In-State Travel		5,000
3.8	Special Repairs (building preparation)		15,000
3.9	Furniture purchase		7,500
4.0	Contracts		
	Summer Program 1991		$36,203
	Instructors (3 faculty hired for summer)		(11,300)
	Resident Advisors (2 RA's hired for 4 weeks)		(4,000)
	Supplies		(500)
	Room and Board		(20,403)
Subtotal (Operating Expenses and Equipment)			$70,853
Augmentation Request			
2800	Student Financial Aid		$21,623
	Total Program Request		$180,000
	New State Funding Requested (1991-92)		($100,000)
	Private Funding Requested		($80,000)

Source: California Maritime Academy, Educational Equity Plan, March 1, 1991.

and student applicants themselves clearly understand what the academic prerequisites for admission are to the Academy and by what criteria admission decisions are made. The articulation of a clearly defined admissions policy will greatly assist the Academy in its efforts to encourage applications from all interested students, and particularly those from underrepresented backgrounds.

References

California Maritime Academy. *Educational Equity Plan*, March 1, 1991. Vallejo: The Academy, March 1991 (reproduced in the appendix of this report).

California Postsecondary Education Commission. "Progress of the California Maritime Academy in Developing Its Educational Equity Plan." Commission Agenda Item 6, December 9-10, 1990.

STATE OF CALIFORNIA
GEORGE DEUKMEJIAN, *Governor*

CALIFORNIA MARITIME ACADEMY
P.O. BOX 1392
VALLEJO, CA 94590-0644
707—648-4200

February 25, 1991

Honorable Alfred E. Alquist, Chair (14)
Joint Legislative Budget Committee
1100 "J" Street, Room 522
Sacramento, CA 95814

Dear Senator Alquist:

Subject: Educational Equity Plan
Budget Item Number 6860-0001-0001
FY 1990/91

Enclosed is a copy of the California Maritime Academy's Educational Equity Plan. You will note that this revised plan differs substantially from our original draft. Thanks to the assistance of staff from the California Postsecondary Education Commission we have designed a more comprehensive and cost-effective plan that should work for our institution.

I look forward to discussing this plan with you and responding to your questions or suggestions.

Sincerely,

Mary E. Lyons

MARY E. LYONS, PH.D.
President

MEL:pm
Enclosure

cc: Mrs. Diana Fuentes-Michel, Postsecondary Education Commission (2)
Ms. Charmette Bonpua, Office of the Legislative Analyst (2)
Mr. Robert Olson, Department of Finance (2)
Hon. Nicholas C. Petris, Chair, Senate Budget & Fiscal Review Subcommittee on Education (4)
Hon. Robert J. Campbell, Chair, Assembly Ways & Means Subcommittee on Education (8)

CALIFORNIA MARITIME ACADEMY

EDUCATIONAL EQUITY PLAN

MARCH 1, 1991

CALIFORNIA MARITIME ACADEMY EDUCATIONAL EQUITY PLAN

The purpose of this document is to devise a comprehensive plan for use by the California Maritime Academy in achieving the desired goals set forth by the California State Legislature in Assembly Concurrent Resolution 83 (hereafter referred to as ACR 83). All of the plan's strategies, methodology and organization will be viewed within the context of the goals set forth in ACR 83. The California Maritime Academy acknowledges and strongly supports the thesis that educational equity is everyone's responsibility.

Before introducing the details of the plan, it is necessary to understand (1) the mission of the Academy, and (2) its unique history as it relates to addressing the need for access to higher education by all of California's underrepresented groups.

* The Academy's mission as mandated in California Education Code is: "To provide instruction in marine transportation, marine engineering and related fields, including all those necessary to provide the highest quality officer for the American Merchant Marine and California industries and licensing therein." Implicit in this mission is the need for the Academy to service potential students having an interest in becoming licensed merchant marine officers from the entire state. No other California state college or university offers the necessary education and training required for merchant marine licensing.

* Historically, the Academy had been isolated from some trends in higher education because of its initial status as an unaccredited, vocational school. CMA became an accredited four-year baccalaureate degree-granting institution in 1976. In 1973, the Academy became the first of its kind, including federal academies, to admit women students.

* Documented evidence in Academy records shows support and interest in recruiting and retaining students from under-represented communities but no special actions were recorded to facilitate an improvement in this regard until 1984. In the Fall of that year, the Academy took decisive

action and employed a Minority Admissions officer to enhance its recruitment of under-represented students. No written comprehensive Educational Equity Plan was in existence at that time, however.

* Enrollment of under-represented students at the Academy has changed considerably during the past decade. In 1980, only 11.9% of the total student enrollment was comprised of historically underrepresented groups, including women. By 1990 however, the non-white male percentage increased by 37.1%. The first set of statistics below show a marginal increase in the Academy's targeted ethnicities over a ten (10) year period. The second set compares CMA's 1990 ethnic percentages (from its total enrollment) with the State of California's 1989 high school graduation rate by underrepresented group.

Ethnic Group Percentages by Entering Enrollment

	1980	1990
African American	1.8%	4.4%
Mexican/Puerto Rican	4.2%	5.6%
Native American	0	.9%

	CMA 1990	1989 CA High School Rate
Afric. American	4.4%	7.9%
Mex. Amer/Puerto Rican	5.6%	21.2%
Native American	.9%	.8%
*Other Minority	9.3%	12.3%
Women	14.6%	50.4%
White	79.8%	58.2%

*Other minority includes: other Hispanic, Asian/Pacific Islander, Filipino and other.

* When compared with other state and federal maritime academies, CMA has the highest enrollment of underrepresented groups and women (see Appendix E for comparison).

CALIFORNIA MARITIME ACADEMY EDUCATIONAL EQUITY PLAN

The Academy intends to accomplish the three goals specified in ACR 83 through programs delineated in this Educational Equity Plan.

I. First goal of ACR 83:

by 1990, the income and ethnic composition of secondary school graduates eligible for admission to public four-year colleges is at least equal to or greater than the income and ethnic composition of secondary school graduates generally....

To assist the high schools in achieving the first ACR 83 goal, California Maritime must disseminate information about its academic program and the preparation required to qualify for admission to the Academy. The methods to be used to achieve this effort are:

A. On-going and future outreach efforts

1. In 1989 the Academy Admissions Office expanded its out-reach program to include a greater percentage of high schools having large concentrations of underrepresented groups. The expansion resulted in increases in enrollment of these groups as the chart below will indicate.

	African American		Mexican American Puerto Rican		Native American		Asian	
Entering Year	#	%	#	%	#	%	#	%
1989	5	3.5%	4	2.8	5	3.5%	12	8.3%
1990	9	5.9%	8	5.2%	0	0	18	11.7%

Percent = the total number of entering students by year

During the 1989-90 academic year, representatives of Cal Maritime visited 42% of the high schools in California that have 50% or more minority students. In the 1990-91 recruiting season, the Academy's recruiting staff comprised three African American men, one Hispanic man, two Caucasian men, and two Caucasian women. A vacancy presently exists on the recruiting staff due to a transfer by one of the Caucasian women, and plans are to fill the vacancy with a qualified person from an underrepresented group. The accomplishment of this goal would identify more than half of the Academys' outreach staff with its targeted groups. The Academy will continue to increase visits to high schools

where underrepresented groups matriculate in numbers that exceed 50% of the total student population.

2. The Academy has applied for full participation in MESA/MEP as a participating campus. One of the duties of the on-campus MEP Director will be to assist the Academy Admissions Office in its recruitment of underrepresented groups.

The new relationship with MESA/MEP, as described under retention, will increase the Academy's exposure to underrepresented high school students participating in MESA programs throughout the state.

3. The Academy will host on-campus conferences for high school Counselors from area targeted schools with large populations of underrepresented students. These conferences will allow CMA to stress the excellent placement opportunities for all Academy graduates (see page 8) and the Academy's high graduation rate (see page 7).

4. In the Fall of 1990, the Academy and ARCO Marine, Inc. hosted a conference at ARCO's headquarters in Los Angeles for high school counselors from inner city schools of Los Angeles and Long Beach. The conference's purposes were (1) to expose high school counselors of targeted underrepresented classes to opportunities in the maritime industry through an education from the California Maritime Academy, and (2) to provide demonstrated evidence of the desire of maritime companies to recruit more persons from underrepresented classes. Only counselors from high schools with 90-100% underrepresented classes in their student populations were invited. It was the involvement of ARCO Marine, Inc. that was key to the success of this conference. As a perennial and potential employer of Academy graduates, they validated the Academy's programs, and conferees left with an enlightened perspective indicating that they would recommend the Academy to more of their qualifying underrepresented groups (for letters documenting ARCO'S involvement, see appendices A,B,& C). The Equity Plan calls for more conferences of this type in major port areas of the State.

5. Each year the Academy purchases names and addresses of underrepresented students from the Educational Testing Service. A special letter describing the Academy and its benefits is sent to these targeted students. Future ETS Search mailings will include a description of the MEP Center and the services that will be available to underrepresented students enrolled at CMA.

6. The Academy has identified the need to increase public awareness about California Maritime through more adequate public relations effort. The duties of Public Information have been assigned, and the Public Information Officer will be asked to prepare media presentations which emphasize the Academy's active support for Educational Equity.

B. For a number of years the Academy has been actively involved with SUCCESS CONSORTIUM, a CAL-SOAP program. SUCCESS CONSORTIUM offers many academic services to underrepresented high school students in Solano County. CMA's involvement will continue at previous fiscal levels. In 1989-90 the Academy's cash and in-kind contribution to SUCCESS CONSORTIUM was valued at $7,217.

C. A Summer Bridge program was inaugurated during the summer of 1990. The Academy Bridge program is open to underrepresented students who have college potential, but lack some of the necessary academic skills to fully qualify for college admission. This intensive program includes two mandatory academic classes as well as a "college success and self esteem" class. The student spends six hours daily attending class. Most students reside on the Academy campus for the duration of the program at no expense. Interest in California Maritime, as a collegiate choice, is not mandatory, although three of the 1990 Summer Bridge graduates entered CMA a week after graduating from the program. A total of 53 students started the 1990 Bridge program and 44 graduated five weeks later. The Academy Equity plan calls for this program to continue. The annual cost of this program is approximately $40,000.

D. The Academy will develop closer ties with the local school districts to establish a stronger working relationship between the local junior and senior high schools and Solano Community College. The Academy President has recently

begun participating in Solano County Superintendent of Schools monthly meetings. The Academy will continue involvement in local school activities such as, Vallejo's annual Youth Day, and sponsoring visits to the Academy by local elementary, junior high, and senior high school groups. Academy officials will continue to respond to guest speaker requests from local public schools.

II. Second ACR 83 goal:

> by 1990, the income and ethnic composition of students completing vocational and technical programs or transferring from community colleges in four-year institutions is at least equal to the income and ethnic composition of students enrolling in community college; and

To assist community college students achieve the above goal, the Academy's outreach effort will expand its visits to include community colleges that have a high number of historically underrepresented students. Through these visits, CMA will strive to encourage underrepresented students to consider transferring to the Academy to complete their baccalaureate degree.

III. The third goal of ACR 83:

> by 1995, the income and ethnic composition of baccalaureate degree recipients from California colleges and universities is at least equal to the income and ethnic composition of secondary school graduates in 1990.

The Academy Equity Plan will address ACR 83's third goal through its programs of (A) retention, (B) financial assistance, and (C) graduate placement.

A. Retention

The most important aspect in achieving ACR 83's third goal is having a strong retention of underrepresented students. As the data below indicates, all enrolled Academy groups have a satisfactory retention rate. The following percentages represent retention rates from admission to graduation (or

currently enrolled) from 1984 through 1990:

CMA RETENTION RATES BY ETHNIC GROUP

African American	Mexican American/ Puerto Rican	Native American	Asian	Women	Overall Academy
55%	83%	75%	73%	73%	71%

To improve the current retention rates, the following activities will be undertaken as part of the Academy's Educational Equity Plan:

1. An application to establish a MESA/MEP Center on the CMA campus has been submitted (see Appendix F for MESA/MEP proposal), and it appears that 1991-92 funding will be made available to augment the Academy's cash and in-kind expected contribution to run a MESA/MEP program. In addition, at least two major corporations have indicated that they will make contributions in support of a MESA/MEP Center at CMA. In view of the technical nature of the Academy's academic program, all underrepresented students, irrespective of major, will be eligible to participate in the MEP Center. The MEP Center will be a place where underrepresented students can study, receive course tutoring, obtain academic advising, and receive special counseling, if needed. The MEP Center will also assist underrepresented students in completing the annual financial assistance applications.

2. As stated earlier, the Academy strongly supports the thesis that educational equity is everyone's responsibility. To insure that all personnel understand the importance of educational equity, the Academy President will assume the primary responsibility of monitoring the Academy's educational equity efforts. It will be the goal of the Academy to respond to the educational and personal needs of all underrepresented students, to include their ability to assimilate comfortably into campus life and social activities.

B. Financial Assistance

Important to many college students is a strong financial aid program, which includes a balance of grants, scholarships, loans and work opportunities. In the middle '80s, the State legislature appropriated $50,000 to the Academy to be used as grant money to needy students. These funds,

along with Federal financial aid, have helped support students of need, but with mandated increases of fees, both federal and State grant funds are now inadequate to meet the needs of presently enrolled underrepresented students and future students. At this writing the Department of Finance has forwarded a recently submitted budget change proposal to the Legislature for approval. If approved, a portion of the requested funds will be reserved for the Academy's Educational Equity Program to assist needy underrepresented students enrolled at the Academy.

During the summer of 1990 the Academy solicited private funds with some success. Chevron Corporation provided an emergency grant of $20,000 to assist with the initial enrollment costs of some the underrepresented students who entered in the Fall of 1990. At a recent meeting of the Academy's Board of Governor's, a plan charging the California Maritime Academy Foundation to initiate a capital campaign was approved. The intention of this capital campaign will include some scholarship funds for low income students.

C. Graduate Placement

Since 1985, the Academy has established the outstanding record of placing over 90% of all its graduates within six months of completing their degree requirements. It is projected that the current rate of placement success will continue. The number of companies employing CMA graduates has increased significantly in recent years. The company representatives have indicated to us that the kinds of skills and training acquired by our students ideally meet their needs. Additionally, we have found that the maritime industry looks to Cal Maritime to help it reach its own affirmative action goals, which clearly indicates to us that increases in underrepresented groups at the Academy acquiring those same skills will also be in demand.

IV. Initial Staffing and Funding:

The Department of Finance has supported adjustments to the Academy's 1991-92 budget of $100,000 from public funds and $80,000 to be raised from private sources. The public funds will be used to organize the campus MEP Center, fund the continuation of the Summer Bridge Program and provide some

scholarship assistance to underrepresented students. The private funds will accommodate partial staffing of the MEP Center (see letter, Appendix D).

V. Expected Outcomes of the Educational Equity Plan at CMA:

For a plan, such as described above, there must be goals and a method to determine if California Maritime Academy is achieving what they have set out to accomplish.

A. Educational Equity Goals and Timetable for CMA:

Based on past and future outreach and retention programs identified in this Educational Equity Plan, the Academy has set the following enrollment and graduation equity goals to be achieved by 1995:

1. Opening enrollment Fall 1991 through 1995

Year	African American	Mexican American Puerto Rican	Native American	Women	Other* Minority	White
1991	5.6%	6.7%	1.4%	18.0%	10.3%	76.0%
1992	6.7%	7.8%	1.8%	20.2%	11.3%	72.4%
1993	7.8%	8.9%	1.8%	22.2%	12.2%	69.3%
1994	8.4%	10.0%	1.3%	23.3%	12.9%	67.4%
1995	8.9%	11.0%	1.6%	24.4%	13.3%	65.2%

2. Graduation from CMA Classes of 1991 through 1995#

The percentages in the chart below are based on actual enrollment figures of ethnic groups by graduating class and projected admission of ethnic groups for the class of 1995.

Grad. Year	African American	Mexican American Puerto Rican	Native American	Women	Other* Minority	White
1991	5.1%	6.4%	0	6.4%	3.9%	84.6%
1992	4.7%	7.1%	2.4%	11.8%	11.8%	74.0%
1993	4.7%	5.9%	2.4%	17.6	11.8%	75.2%
1994	7.8%	8.9%	1.1%	22.2%	13.3%	68.9%
1995	8.8%	11.1%	1.1%	27.8%	15.6%	63.4%

* Other minority includes other Hispanic, Asian/Pacific Islander, Filipino and Other.

Reference goal three of ACR 83; at this writing the 1990 California high school graduation percentages are not available. The most recent data involves the 1989 year; the percentages of which appear on page two of this document.

B. The process and success of CMA's educational equity plan can be monitored and evaluated by the numerical objectives for recruiting, retention and career placement of its underrepresented students. These goals and appropriate timetables have been provided above.

The California Maritime Academy community recognizes, however, that the success of educational equity requires more than a quantitative assessment; it requires an environmental evaluation from constituencies within and without the institution. To that end, the administration of the Academy feels it is imperative to routinely assess that environment both formally and informally. For example, one means of receiving formal critiques of the institution's equity progress would be provided through the conditions of the Academy's MESA/MEP contract (see attached MESA/Mep proposal). Internal reviews of recruiting and retention data would continue to be a regular charge to admissions and academic departments. Above all, the commitment to Educational Equity and Affirmative Action would receive, as is currently the practice, consistent and public attention from the administration of the Academy, including, but not limited to, public addresses by the President to all members of the academy community, support for ethnic and culturally diverse educational and social programs, and policies of zero tolerance for any discriminatory behaviors or practices. If the Academy is to meet its mission of providing the "highest quality officer for the American Merchant Marine," it can do no less than recruit, educate, and provide to the maritime industry the highest quality leaders from among the entire spectrum of California's diverse community.

STATE OF CALIFORNIA GEORGE DEUKMEJIAN, Governor

CALIFORNIA MARITIME ACADEMY
P.O. BOX 1392
VALLEJO, CA 94590
ADMISSIONS OFFICE
(707) 648-4222

October 16, 1990

Ms. Virginia Oaxaca
ARCO Marine
Human Resources
300 Oceangate
Long Beach, CA 90802-4341

Dear Ms. Oaxaca:

CAL MARITIME EXPOSURE '90 was just a first-class event! We have you to thank for the eloquent table setting, the neat gifts for our counselor guests, the superb cuisine, and the excellent manner in which it was served. I was thoroughly impressed and so were the assembled guest counselors from the greater Los Angeles area. Their response to the affair at its conclusion was one that would make even Santa Claus feel proud.

I feel that the Academy was fortunate to have had you and Kim Estes as the driving forces behind the scene to make it all happen in such a quality style. This letter is obviously one of great appreciation for all the time, energy, and expertise that you gave to the success of this event on behalf of ARCO Marine, Inc. You were absolutely correct when you said "when you give a first-class affair, the persons attending will associate "quality" with your institution." Likewise, when I personally think of ARCO and you, "quality" immediately comes to mind.

I thank you on behalf of the California Maritime Academy and commend you for your efforts. You were a super person with whom to work. You have my best wishes for a successful and prosperous year.

Very sincerely,

Albert T. Perkins

ALBERT T. PERKINS
Director of Admissions

ATP/p

cc: Kim Estes
Capt. Jerry Aspland

STATE OF CALIFORNIA GEORGE DEUKMEJIAN, Governor

CALIFORNIA MARITIME ACADEMY
P.O. BOX 1392
VALLEJO, CA 94590-0644
707—648-4200

April 12, 1990

Capt. Jerry A. Aspland, President
ARCO Marine, Incorporated
300 Oceangate
Long Beach, CA 90802

Dear Capt. Aspland:

Kim Estes has just completed a week of follow-up recruiting for CMA (and the maritime industry I might add) in Los Angeles area high schools where large concentrations of minority students are enrolled. He was able to speak with many students about career opportunities in commercial shipping through educational programs offered at the California Maritime Academy. His enthusiastic approach has generated interest from students who were unaware of the tremendous potential the maritime industry offers. Because he is a CMA alumnus actively working in the industry, he is able to validate what he says from personal experience. I feel that he is an excellent role model for these students and is just the kind of person these students need to see, hear, and hopefully emulate.

Visiting seventeen (17) schools in five days was quite a schedule we prepared for him, but he met the task admirably and appeared to enjoy his encounters with the students. We feel very privileged to have him represent us. We know he does a fine job by the correspondence we receive from the schools requesting his return.

Thanks once again for your cooperation. It is indeed comforting to know that Arco Marine is a strong advocate for Equal Employment Opportunity/Affirmative Action programs and is actively interested in the plight of underrepresented youth who are "at risk." We really appreciate the support you give through Mr. Estes to disseminate information in Los Angeles area schools regarding maritime career opportunities. With his help and your continued cooperation we will be able to make a much needed contribution towards improving the college-going rate of our underrepresented citizens and helping to make them knowledgeable about maritime careers opportunities.

I sincerely believe that we are "doing the right thing."

Very sincerely,

Albert T. Perkins

ALBERT T. PERKINS
Director of Admissions

ATP/p

cc: John P. Dowdy
Supervisor Fleet Development
and Staffing (AMOA)

ARCO Marine, Inc.
300 Oceangate
Post Office Box 22617
Long Beach, California 90801-5617
Telephone 213 590 4400
TWX 910 341 6829

APPENDIX C

February 28, 1990

Albert T. Perkins
Director of Admissions
California Maritime Academy
P.O. Box 1392
Vallejo, CA 94590

Dear Mr. Perkins,

Jerry Aspland forwarded your letter concerning using Mr. Estes for your minority recruiting efforts. ARCO Marine feel very strongly about its EEO/Affirmative Action program and wholly supports related programs such as yours.

Mr. Estes recently signed off the ARCO Spirit and is currently on vacation. Feel free to make all necessary arrangements with Mr. Estes.

Best of luck with your recruiting efforts.

Sincerely,

John P. Dowdy
Supervisor Fleet Development
and Staffing (AMOA)

MAR 5 - 1990

MAR 5 - 1990

STATE OF CALIFORNIA
GEORGE DEUKMEJIAN, Governor

CALIFORNIA MARITIME ACADEMY
P.O. BOX 1392
VALLEJO, CA 94590-0644
707—648-4200

January 23, 1991

Captain J. A. Aspland
President
ARCO Marine, Inc.
300 Oceangate
Long Beach, CA 90802

Dear Jerry,

As you know the California Maritime Academy has been in the process of designing a comprehensive Educational Equity plan for the recruitment, retention, and career placement of students from under-represented communities. Since my arrival in September, we have benefited from the advice of representatives from the California Postsecondary Commission and from Mr. Fred Easter, Director of the Mathematics-Engineering-Science Achievement (MESA) program. I am happy to report that, with their assistance, we have obtained preliminary support from the Governor and Department of Finance for a portion of the $180,000 budget change proposal we had requested to fund our program. Unless the Legislature denies our request, we should obtain approximately $100,000 of our budget from the State. This requires that we solicit from private sources the remaining $80,000.

The Atlantic Richfield Corporation, particularly ARCO Marine, has been, and continues to be, a significant determinant in how and why we do things as we do here. We want our graduates to be well prepared for your industry. So far, we seem to be doing a good job. Our goal is to continue this and more; to prepare for your industry more qualified men and women from our under-represented groups. I am requesting your help in obtaining from the ARCO foundation funding to help us reach this goal. We have determined that an annual budget of $180,000--funded jointly by the State and by private sources--would support and staff a Minority Engineering Program Center (MEP) (contracted through the MESA-MEP program), a Summer bridge program for prospective CMA students, and an enhanced financial assistance program for low-income students.

Should your foundation be persuaded to assist us in meeting our goal of $180,000, we intend to use the funding to support the following:

1) Obtain a MESA-MEP center contract and hire a MEP center director and clerical support person in time for a Fall 1991 start-up. [Approx. $125,000 includes salaries/benefits; conference travel; office supplies.]

2) Fund a five-week Summer Bridge program for approximately 50 high school juniors/seniors from under-represented communities, many of whom would be prospective CMA students. [Approx. $30,000. for teacher contracts, student tuition, room and board.]

3) Provide supplementary assistance to our under-represented students who qualify by reason of financial need but who may not be adequately funded through other state or federal assistance programs. [Approx. $25,000. for financial aid, uniform allowance, books.]

This program, should it come to fruition, would greatly enhance the on-going work of our current director of Educational Equity. CMA would continue to support his recruiting efforts and designate him to attend to the needs of our under-represented students as they manifest themselves in areas beyond the classroom and MEP center and into those areas of student life that are unique to this maritime academy environment.

Your endorsement of our request would contribute substantially to its chances for success among the members of your foundation. If I can provide any additional information, please do not hesitate to call. Thank you in advance for your support.

Sincerely,

Mary E. Lyons

MARY E. LYONS, Ph.D.
President

MEL:pm

APPENDIX E

CALIFORNIA MARITIME ACADEMY

APPLICATIONS FOR ADMISSION MARITIME ACADEMIES
FOR FALL 1989

	Applied		Accepted		Enrolled		Total Enrolled	
	#	%**	#	%**	#	%**	#	%
California Maritime Academy								
Men	247	84%	187	76%	120	64%	359	88%
Women	46	16%	36	80%	24	67%	51	12%
Total	293		223		144		410	
Minorities	55	19%	51	93%	26	51%	60	15%
Maine Maritime Academy								
Men	387	92%	310	80%	156	50%	466	96%
Women	35	8%	30	86%	8	27%	21	4%
Total	422		340		164		487	
Minorities	N/A		N/A		6		9	1.8%
Massachusetts Maritime Academy								
Men	337	92%	266	73%	175	66%	573	95%
Women	28	8%	19	68%	18	95%	33	5%
Total	365		275		193		606	
Minorities	48	13%	44	92%	6	14%	13	2.1%
New York Maritime College			***					
Men	378		N/A	N/A	131	35%	546	89%
Women	52		N/A	N/A	21	40%	65	11%
Total	430		N/A		152		611	
Minorities	24		N/A	N/A	8	33%	85	14%
U.S. Merchant Marine Academy								
Men	1,659	94%	448	27%	264	59%	763	92%
Women	114	6%	45	39%	23	51%	69	8%
Total	1,773		493		287		832	
Minorities	104	6%	39	38%	20	51%	62	7%

** Percent is as follows: Applied % = of total, accepted % = of applied, enrolled % = of accepted.

2/90 db

STATE OF CALIFORNIA GEORGE DEUKMEJIAN, Governor

IFORNIA MARITIME ACADEMY
OX 1392
VALLEJO, CA 94590-0644
707—648-4200

February 11, 1991

Dr. Fred Easter
Director, MESA Statewide
Lawrence Hall of Science
University of California
Berkeley, CA 94720

Dear Dr. Easter:

Attached herewith is the California Maritime Academy's proposal for the establishment of a MESA/MEP Program on this Campus. This proposal includes the required application forms.

The California Maritime Academy (CMA) is embarking on a comprehensive, institutional effort to attract and retain, through graduation, those students who have been historically underrepresented. As an integral part of our Educational Equity Plan, this institution proposes to establish a MESA/MEP Program. The appropriateness of this program is underscored by the following:

a. CMA's curriculum is essentially imbued in mathematics, engineering and science. All of its students, as a part of their development as merchant marine officers, must achieve competence in these subject areas while pursuing one or more of the following majors:

(1) Mechanical Engineering

(2) Marine Engineering Technology

(3) Marine Transportation Management

(4) Business Administration

b. The establishment of a MESA/MEP Program on this campus would come at a time in our history when our recruiters are aggressively seeking those students not previously represented. Additionally, the academy finds itself lacking in academic services and student support programs to meet the needs of a more diverse student population.

c. The overall value of the MESA/MEP Program would be especially beneficial to this campus given its relative smallness and the vocational focus of its student body. The adaptability of this program to our midshipmen makes it a particularly suited enhancement to our academic and leadership endeavors.

CMA currently serves a student population of 388 of whom 60 students currently represent communities that have not been represented historically either at this institution or in the maritime industry. Furthermore, we anticipate a substantial increase of targeted students in the future.

A MESA/MEP Program at this institution would contribute significantly towards assisting underrepresented students through a summer bridge program, outreach activities, academic tutoring and mentoring, and facilitating the transition of CHA to a more prominent culturally and ethnically diverse student body. We therefore request favorable consideration of this proposal.

Sincerely,

MARY E. LYONS, Ph. D.
President

Enclosure
MESA/MEP RFP

MESA/MEP REQUEST FOR PROPOSAL
1991-92

CALIFORNIA MARITIME ACADEMY

MESA/MEP REQUEST FOR PROPOSAL, 1991-92

PROPOSAL TABLE OF CONTENTS

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ATTACHMENTS

A. MESA/MEP CENTER ORGANIZATIONAL CHART 15

MESA/MEP REQUEST FOR PROPOSAL, 1991-92

FORM B. MESA/MEP 1991-92 PROPOSAL
COVER SUMMARY PAGE

UNIVERSITY NAME CALIFORNIA MARITIME ACADEMY

FACULTY SPONSOR David G. Buchanan

TITLE Associate Academic Dean

PHONE (707) 648-4212

ADDRESS California Maritime Academy
200 Maritime Academy Drive
P.O. Box 1392
Vallejo, California, 94590

SUBMITTING INSTITUTION
California Maritime Academy
Vice President for Academic Affairs
200 Maritime Academy Drive
Vallejo, CA 94590

GRANTEE ORGANIZATION
U.C. Berkeley MEP/MESA
Berkeley, CA 94601

Number of MEP eligible students in Academy	60
Number of current students in MEP	0
Number of students to be served in 1992	73
Square footage of MESA/MEP Student Study Center	449
Total Program Budget	$ 158,377
Total funds requested from MESA Statewide	$ 74,777
Total CASH provided by the sponsoring university	$ 83,660
Total NON-CASH provided by the sponsoring university	$
Estimated contribution from industry & other sources	$ Not known at this time.

Signature of Faculty Sponsor (Signifies that fiscal and other commitments can be met if MESA funding is awarded)

Signature of Authorized University Official

MESA/MEP REQUEST FOR PROPOSAL, 1991-92

FORM C. HOST UNIVERSITY CERTIFICATIONS AND ASSURANCES

Submission of a proposal requires appropriate acknowledgement and assurance that each of the following are will be fulfilled in the next (7/1/91 to 6/30/92) program year on the proposing campus:

1. The California Maritme Academy will employ a full time MEP Director who fulfills the position described on page 10.

2. The Associate Academic Dean, a tenured Professor, has been designated MEP Faculty Sponsor. The person is the university's representative ultimately responsible for the project. The Faculty Sponsor role is described on Page 8.

3. The MEP will comply with the policy decisions of the MESA Statewide Office and the MESA Board of Directors.

4. The MESA/MEP Student Study Center has a minimum of 4 square feet per student served and is centrally located to provide convenient access to MEP students.

5. Adequate physical facilities (office space or working area) are provided for each MEP staff person or any full time person on loan to MEP. This space is <u>not</u> to be considered part of the Student Study Center Space allocation.

6. The MEP will remit MESA/MEP data collection, evaluation and reporting deliverables as specified on the list of deliverables in the contract, as well as occasional special requests on or before the due dates established by the MESA Statewide Office.

7. Appropriate MEP personnel <u>MUST</u> attend <u>all</u> meetings and workshops convened by MESA Statewide Office.

8. Each project must enter into a formal, fixed-sum agreement for services with the MESA Statewide Office.

9. The signers of this document will be available if specifically requested by MESA Statewide to review and discuss the results of the annual Program Evaluation by MESA Statewide.

10. The signers of this document will work with the MESA/MEP Director and Faculty Sponsor to facilitate and assure the full implementation of the Program as approved by the MESA Statewide Office once the contract is awarded.

11. The project is to be formally known as the MESA/Minority Engineering Program (MESA/MEP) of the sponsoring university. No other names or acronyms are acceptable.

12. Acknowledge the MESA Statewide Organization and/or the MESA/MEP Statewide effort, as appropriate, in publications, reports and articles related to your MESA/MEP Center.

_____ MESA/MEP Director

_____ MESA/MEP Faculty Sponsor
David G. Buchanan

_____ Academic Dean
John P. Wittry

MESA/MEP REQUEST FOR PROPOSAL, 1991-92

FORM D. MESA/MEP STUDY CENTER SPACE COMMITMENT FORM

This University, California Maritime Academy, has committed the following spaces for the

(XX) exclusive use of MESA/MEP (MEP office and MEP Study Center)

( ) shared use of MESA/MEP with _____

Location on Campus: All rooms are in the Library Building

Total square footage: 449 square feet

Commitment good through (duration): indefinite

The MESA space allocation formula of four square feet (4') per student served is

( ) met

(X) surpassed

( ) not met - the plan for meeting this requirement is as follows

University sponsored improvements planned for upgrading MESA/MEP facilities in 1991-92 (itemize):

1. MEP Director office construction
2. MEP clerical assistant office construction
3. VCR/TV installation
4. lighting upgrade

_____ _____

Signature of Vice Chancellor or Academic Vice President — Date

Signature of authorized campus official governing facilities

MESA/MEP CENTER STATEMENT OF WORK

1. Appoint or hire in consultation with MESA Statewide Office, as appropriate, a Faculty Sponsor, MESA/MEP Center Director, and other personnel necessary for the program. Inform MESA Statewide MEP Executive Director of any personnel changes during the year.

2. Participate in local, regional, and/or Statewide training sessions and workshops scheduled by the MESA Statewide Office.

3. Secure institutional commitments and in-kind contributions for MESA/MEP activities through cooperative linkage with industry, professional/educational/community organizations or societies, and others; and report results, as requested, in MESA/MEP reports.

4. Implement the MESA/MEP program components as follows:

   a. Implement a recruiting program designed to increase the pool of ethnic students applying for admissions in the Academy's engineering technical programs and recruit target students enrolled but not participating in MEP.

   b. Work to ensure that those students who are qualified are admitted and that this is done in a timely manner.

   c. Implement a matriculation process to ensure that entering students are adequately financed, tested, advised, registered, and orientated.

   d. Develop an academic support system for freshmen and sophomore students which includes tutoring, math/science workshops, and special classes.

   e. Implement a freshman transition experience to aid new students in adjusting to the environment of the institution by building them into a cohesive supportive group, teaching study skills, and increasing motivation through career awareness and relevant employment experiences.

f. Provide a student study center of at least 400 square feet per 100 students served i.e., (4 square feet per student served) for program participants to study together in groups, receive tutoring, and to have a focal point around which they may enjoy social, academic and professional contacts and stimulation.

g. Develop and implement academic advisement system and registration systems that ensure that students are in the proper levels of courses with the best available teachers and that they are clustered in them to promote peer support and study groups.

h. Work to support and foster the development of active, effective and viable minority engineering student organizations.

i. Develop and administer a tutoring and academic workshop program to facilitate and increase the success of MESA/MEP students.

j. Work to meet the personal counseling needs of MESA/MEP students using both MESA/MEP staff and other campus counseling resources.

k. Work to enhance MESA/MEP students' financial support by identifying various scholarship opportunities.

5. Provide adequate office space and equipment for the MESA/MEP staff to carry out the objectives of the program.

6. Set numerical goals for the admissions, matriculation, retention, and graduation of underrepresented students in all Academy programs.

7. Develop good working relations, as appropriate, with various campus units such as Educational Equity, Admissions and Records, Placement Office, Financial Aid, etc., for the purpose of improving the services delivered to MESA/MEP students.

8. Develop good working relations, as appropriate, with other MESA/MEP Directors and with MESA Pre-college Directors.

9. Maintain close liaison with the MESA Statewide Office and staff.

10. Acknowledge the MESA Statewide program and/or the MESA/MEP Statewide effort, as appropriate, in publications and articles related to your MESA/MEP program.

11. Complete MESA/MEP refunding proposals, data collection forms (e.g. Enrollment and Progress Report Forms) questionnaires, interim, and final fiscal and special reports, etc. by the dates specified by MESA/MEP.

12. Comply with policy decisions of the MESA Board of Directors and MESA Statewide administration.

13. Review implementation of the MESA/MEP model to insure that staff, volunteers, and participating institutions are striving to produce results in an effective and coordinated manner.

14. Provide documentation in the form of a photocopy of transmittal letter and check of funding for support of the MESA/MEP Center received from private and other than MESA Statewide funding sources.

MESA/MEP FACULTY SPONSOR ROLE DESCRIPTION

1.0 BRIEF DESCRIPTION OF POSITION

The MESA/MEP Faculty Sponsor is the chief campus official ultimately responsible for the MESA/MEP Program on each campus. The Faculty Sponsor directly and personally supervises the MESA/MEP Director and is the principal advocate and monitor for the MESA/MEP Program.

2.0 PLANNING/COMMUNICATIONS

2.1. Meets regularly as well as whenever necessary to plan and assist with the full implementation of the MESA/MEP program at CMA.

2.2. Accepts written and/or oral reports on the program's status and progress from the Center Director.

2.3 Reviews and advises on the Center Director's plans for the further implementation and improvement of the Center's program and supervises the preparation the Refunding Proposal.

2.4 Communicates with faculty, campus administrators and other key personnel or assist Center Director in doing so in order to publicize and promote the MESA/MEP Program.

2.5. Communicates or consults with Statewide Office as necessary.

2.6. Keeps his/her supervisor current and well informed on the status and progress of the MESA/MEP program.

2.7 Works closely with the MESA/MEP Director to develop good communication and a working knowledge.

3.0 ADMINISTRATION

3.1 Assures that all program deliverables are submitted on schedule by the Director or the appropriate campus official.

3.2. Conducts periodic internal program reviews to monitor the Center Director's performance,the full implementation of the MEP model, and complete compliance with this agreement.

3.3 Participates in the annual program evaluation conducted by the Stateside MESA office.

3.4 Regularly reviews the program's resources and assists in the effort to augment them from both on and off campus sources. Must be concerned along with the Center Director about the Program's facilities, personnel, in-kind and financial support.

3.5 Regularly reviews the status of the Program's financial status with the Center Director or arranges that all necessary fiscal reports, printouts, ledgers, etc., be made regularly available for review by the center director. This includes accounts of <u>all</u> funds committed to MEP whether from MESA, ECSE hosting university or industrial contribution, NACME scholarships, etc.

4.0 COORDINATION

4.1 Assists the Center Director when necessary to coordinate with other programs, offices, agencies whether on or off campus.

MESA/MEP CENTER DIRECTOR JOB DESCRIPTION

1.0 BRIEF DESCRIPTION OF POSITION

The MESA/MEP Center Director is responsible for the day-to-day management of the MESA/MEP Program at the MESA/MEP Center; works under the direct supervision of the MESA/MEP Center Faculty Sponsor; maintains communications with the MESA/MEP Centers, engineering faculty, unit heads of Student Support Services, Engineering Department Chairpersons, deans, MESA/MEP students, student organizations, related professional societies and campus administrators; coordinates the planning of all student services which include recruitment, admission, financial aid, scholarships, housing, summer programs and jobs, and academic, career and personal advising; maintains Center records and data; coordinates the evaluation of Center activities and accomplishments; participates in MESA Statewide training and workshops, evaluation and other activities, and works with the Center Faculty Sponsor to ensure the successful implementation of the MESA/MEP Program in accordance with the MESA Statewide guidelines.

This is a 12-month full-time position, unless an exception is approved by MESA Statewide Director.

2.0 PLANNING/COMMUNICATIONS

2.1 Meets regularly with MESA/MEP Faculty Sponsor to plan the implementation of the program at the college/university.

2.2 Meets regularly with the Center's Faculty Sponsor to report on the progress of the program and to consult with and develop plans for the further implementation and improvement of the Center's program.

2.3 Consults with faculty, teaching assistants and administrators of support services to assist in the improved delivery of services to students.

2.4 Maintains contact with local industries and businesses through regular reports which keep them informed about MESA/MEP in order to encourage their offer of summer jobs, field trips, speakers, and other support for the Center's program.

2.5 Maintains contact with MESA/MEP students through personal contacts, regular meetings and other activities.

2.6 Maintains regular contact with the campus unit heads of student services.

3.0 ADMINISTRATION

3.1 Compiles data and prepares status reports as required by the local Center and the MESA Statewide Office.

3.2 Prepares mid-year and annual programmatic and financial reports.

3.3 Maintains a file on each MESA/MEP student and graduate with information on the student's current status.

3.4 Evaluates the Center program and recommends steps to improve it.

3.5 Processes budget items, monitors expenses and assists the Faculty Sponsor in the planning of future budgets.

3.6 Reviews all admission applicants from underrepresented minority students, and recommends admission.

3.7 Works with the department chairpersons to select the best available mathematics, science, computer science and engineering T.A.'s and tutors for MESA/MEP students.

3.8 Collects appropriate data to assist the Faculty Sponsor in the preparation of grant proposals.

4.0 COORDINATION

4.1 Develops plans for the implementation of the local MESA/MEP program in conjunction with the MESA/MEP Faculty Sponsor and deans.

4.2 Develops a Center tutoring and study program which includes the recruitment and training of tutors: peer, volunteer and university; and a mix of individual, workshop, small and large group study activities.

4.3 Recruits and schedules speakers for the meetings of MESA/MEP students at each MESA/MEP school.

4.4 Plans, schedules and coordinates career advising and job orientation sessions for students.

4.5 Plans, schedules and coordinates activities related to academic advising.

4.6 Develops plans, and coordinates activities related to student recruitment.

5.0 OTHER ACTIVITIES AND RESPONSIBILITIES

5.1 Maintains regular contact with the MESA Statewide Office, completes reports and evaluations as requested and attends in-service, orientation, training and other scheduled and called meetings of Directors arranged by the MESA Statewide office. Absence from or partial attendance at these meetings must be cleared in advance with the Statewide Office.

6.0 SUPERVISION EXERCISED OR RECEIVED

6.1 Reports to the MESA/MEP Faculty Sponsor who is responsible for hiring, terminating and evaluating performance.

6.2 Under the temporary supervision of the MESA Statewide Director for special training, work sessions or other items depicted in the Center Statement of Work.

6.3 Coordinates and supervises the MESA/MEP activities of the MESA/MEP students and other volunteers.

7.0 MINIMUM QUALIFICATIONS

7.1 Bachelors degree from an accredited college or university, preferably in a math-based field (one requiring calculus) or equivalent.

7.2 Ability to work in a multi-ethnic environment with Black, Chicano/Mexican Americans, American Indian, and/or Puerto Rican undergraduate students in engineering, computer science or related fields.

7.3 Experience for one year or more in delivering academic services to students aimed at improving academic, study, test-taking, and other skills where the students are majoring in math-based fields.

7.4 Successful work experience for a minimum of three years in teaching, industry or a profession involving work with post-secondary minority students in math-based fields.

7.5 Experience directing activities requiring management and leadership skills.

7.6 Experience with public and/or private post-secondary institutions.

7.7 Familiarity with organizational, operational and structural function of post-secondary institutions.

7.8 Ability to work independently, assume responsibility, and take initiative in carrying our assignments.

7.9 Strong writing and communication skills.

MESA/MEP CALENDAR OF ACTIVITIES

Month/date	Event/Activity	Approx Time	Place
7/21-8/24	Summer Challenge	0800 - 1500	CMA
8/25	MEP Orientation Freshmen & Transfers	1000 - 1200	CMA
9/4	First Day of Class	0800 - 1600	CMA
9/7	MEP Student Reception with CMA President	1800 - 1900	CMA

Remainder of Activity Calendar to be formulated by new MEP Director.

These will include:

Tutoring workshops
Study Group designation
Community College Articulation Visits
Elementary School Developmental Visits
High School Developmental Visits
NACME Receptions
Upperclassmen Interface
Ethnic Social Activities
Industry Visits to MEP students
Establishment of MEP Professional Organization on Campus

MESA/MEP BUDGET

FOR FISCAL YEAR 1991 TO 1992 **MESA/MEP Center: California Maritime Academy**

Period covered: July 1, 1991 to June 30, 1992 **Prepared: 2/8/91**

Category	Fringe %	Mesa Funding	California Maritime Cash	California Maritime In-Kind	Total Cash	Total In-Kind
1.0 SALARIES						
1.1 Fac. Sponsor	33%		$5,870(a)		$ 5,870	
1.2 MEP Director	33%	$36,642(b)			$ 36,642	
1.3 Recruiter		0			0	
1.4 Clerical	33%	19,536(c)			$ 19,536	
1.5 Student Asst.			2,000(d)		$ 2,000	
1.6 Instructor		0			0	
1.7 Tutors			3,000(e)		$ 3,000	
1.8 Other		0			0	
TOTAL SALARIES		$56,178	$10,870		$67,048	
2.0 FRINGE BENEFITS		$18,539	$1,937		$20,476	
3.0 SUPPLIES AND EXPENSES						
3.1 Printing & Duplication			200		$ 200	
3.2 Postage			200		$ 200	
3.3 Telephone			250		$ 250	
3.4 Supplies			1,500(f)		$ 1,500	
3.5 Equipment			5,000(f)		$ 5,000	
3.6 Travel in-State			5,000		$ 5,000	
3.7 Travel out-State					0	
3.8 Other Building preparation			15,000		$15,000	
3.9 Other Furniture			7,500		$ 7,500	
TOTAL SUPPLIES & EXPENSES		0	$34,650		$34,650	

4.0 1991 SUMMER PROGRAM

4.1 Instructors	0	11,300(g)		$11,300
4.1A Resident Assistants	0	4,000(h)		$ 4,000
4.2 Student Transportation	0	0		0
4.3 Supplies		500		$ 500
4.4 Other Room and Board for Summer S.		20,403(i)		$20,403
TOTAL SUMMER 1991 PROGRAM	0	$36,203		$36,203
TOTAL DIRECT COSTS	$74,717	$83,660	0	$158,377
	MESA FUNDING	CMA CASH	IN-KIND CMA	TOTAL CASH

NOTES FOR CAL MARITIME MESA/MEP
1991-92 BUDGET

a. Faculty sponsor based on tenured CMA Professor devoting minimum of 10% time to assisting MEP Director and program.

b. Salary range $3,054 to $3,711.

c. Clerical salary range $1,628 to $1,977.

d. CMA Mep qualified students assisting in recruiting visits, tutoring, etc.

e. Adult tutor hired to assist MEP Director.

f. Supplies and equipment estimated higher for first year start up costs.

g. Three faculty hired for summer. Two teach four hours a day plus one hour preparation, and 10 hours of pre-summer session preparation. One teacher for Life Skills class, two hours a day for five weeks. Salary $35.00 an hour.

h. Two Resident Assistants to oversee the resident halls from 3:00PM till 8:00AM following morning. Forty hours a week for five weeks at $10.00 an hour.

i. Room and board will be provided qualified students for the length of the program.

MESA/MEP REQUEST FOR PROPOSAL 1991-92

A. MEP CENTER ORGANIZATIONAL CHART

ACADEMIC DEAN

MEP FACULTY SPONSOR
(Associate Academic Dean)

MEP DIRECTOR

MEP SECRETARY

TUTORS

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of March 1991, the Commissioners representing the general public were:

Lowell J. Paige, El Macero; *Chair;*
Henry Der, San Francisco; *Vice Chair;*
Mim Andelson, Los Angeles;
C. Thomas Dean, Long Beach;
Rosalind K. Goddard, Los Angeles;
Helen Z. Hansen, Long Beach;
Mari-Luci Jaramillo, Emeryville;
Dale F. Shimasaki, San Francisco
Stephen P. Teale, M.D., Modesto.

Representatives of the segments were:

Joseph D. Carrabino, Orange; appointed by the California State Board of Education;

James B. Jamieson, San Luis Obispo; appointed by the Governor from nominees proposed by California's independent colleges and universities

Meredith J. Khachigian, San Clemente; appointed by the Regents of the University of California;

John F. Parkhurst, Folsom; appointed by the Board of Governors of the California Community Colleges;

Theodore J. Saenger, San Francisco; appointed by the Trustees of the California State University; and

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary and Vocational Education.

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

THE EDUCATIONAL EQUITY PLAN OF THE CALIFORNIA MARITIME ACADEMY

California Postsecondary Education Commission Report 91-8

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

90-22 Second Progress Report on the Effectiveness of Intersegmental Student Preparation Programs: The Second of Three Reports to the Legislature in Response to Item 6420-0011-001 of the 1988-89 Budget Act (October 1990)

90-23 Student Profiles, 1990: The First in a Series of Annual Factbooks About Student Participation in California Higher Education (October 1990)

90-24 Fiscal Profiles, 1990: The First in a Series of Factbooks About the Financing of California Higher Education (October 1990)

90-25 Public Testimony Regarding Preliminary Draft Regulations to Implement the Private Postsecondary and Vocational Education Reform Act of 1989: A Report in Response to Assembly Bill 1993 (Chapter 1324, Statutes of 1989) (October 1990)

90-26 Legislation Affecting Higher Education During the Second Year of the 1989-90 Session: A Staff Report of the California Postsecondary Education Commission (October 1990)

90-27 Legislative Priorities of the Commission, 1991: A Report of the California Postsecondary Education Commission (December 1990)

90-28 State Budget Priorities of the Commission, 1991: A Report of the California Postsecondary Education Commission (December 1990)

90-29 Shortening Time to the Doctoral Degree: A Report to the Legislature and the University of California in Response to Senate Concurrent Resolution 66 (Resolution Chapter 174, Statutes of 1989) (December 1990)

90-30 Transfer and Articulation in the 1990s: California in the Larger Picture (December 1990)

90-31 Preliminary Draft Regulations for Chapter 3 of Part 59 of the Education Code, Prepared by the California Postsecondary Education Commission for Consideration by the Council for Private Postsecondary and Vocational Education. (December 1990)

90-32 Statement of Reasons for Preliminary Draft Regulations for Chapter 3 of Part 59 of the Education Code, Prepared by the California Postsecondary Education Commission for the Council for Private Postsecondary and Vocational Education. (December 1990)

91-1 Library Space Standards at the California State University: A Report to the Legislature in Response to Supplemental Language to the 1990-91 State Budget (January 1991)

91-2 Progress on the Commission's Study of the California State University's Administration: A Report to the Governor and Legislature in Response to Supplemental Report Language of the 1990 Budget Act (January 1991)

91-3 Analysis of the 1991-92 Governor's Budget: A Staff Report to the California Postsecondary Education Commission (March 1991)

91-4 Composition of the Staff in California's Public Colleges and Universities from 1977 to 1989: The Sixth in the Commission's Series of Biennial Reports on Equal Employment Opportunity in California's Public Colleges and Universities (April 1991)

91-5 Status Report on Human Corps Activities, 1991: The Fourth in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1829 (Chapter 1245, Statutes of 1987) (April 1991)

91-6 The State's Reliance on Non-Governmental Accreditation, Part Two: A Report to the Legislature in Response to Assembly Bill 1993 (Chapter 1324, Statutes of 1989) (April 1991)

91-7 State Policy on Technology for Distance Learning: Recommendations to the Legislature and the Governor in Response to Senate Bill 1202 (Chapter 1038, Statutes of 1989) (April 1991)

91-8 The Educational Equity Plan of the California Maritime Academy: A Report to the Legislature in Response to Language in the Supplemental Report of the 1990-91 Budget Act (April 1991)

91-9 The California Maritime Academy and the California State University: A Report to the Legislature and the Department of Finance in Response to Supplemental Report Language of the 1990 Budget Act (April 1991)

91-10 Faculty Salaries in California's Public Universities, 1991-92: A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (April 1991)